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ABSTRACT

Developed as part of a dissertation on a career education competency-based instructional model, the eight learning packages included in this guide are a result of three terms of field-testing principles and practices of career education in a teacher education program. They are designed to enrich an already established teacher education program. Career education concepts are integrated into the following eight teacher education concept areas, each of which is covered in a separate learning package: career education, school as a social system, classroom behavior, cognitive development of children, instruction and learning, affective development of children, reading, and cultural diversity. Following prefatory material on the specific concept area covered, each learning package presents, in a five-column format, career education descriptive factors, career education competency, learning strategy, learning resources, and indicators of competency. (SH)

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THE ENRICHMENT
OF TEACHER
EDUCATION WITH
CAREER EDUCATION

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CAREER EDUCATION
LEARNING PACKAGES
FOR
PROSPECTIVE TEACHERS

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FORWARD

The following materials have been developed as part of the dissertation "A Career Education Competency-Based Instructional Model"*. The instructional materials, herein, are a result of three terms of field-testing principles and practices of career education in a teacher education program. They are designed to enrich an already established teacher education program.

Teacher education content areas in which career education concepts are integrated include: (1) School as a Social System, (2) Classroom Behavior, (3) Cognitive Development of Children, (4) Instruction and Learning, (5) Career Education, (6) Affective Development of Children, (7) Reading, and (8) Cultural Diversity. Each of the eight learning packages focus on career education as a means to effective teaching.

The learning packages are planned for group learning but may also be used by individuals seeking knowledge or enrichment concerning career education as a teaching-learning process. Depending on institutional need, the career education learning packages conceivably, may be used in several teacher education courses.

* Kramer, Gary L., "A Career Education Competency-Based Instructional Model". Ph.D. dissertation. Corvallis, Oregon State University. 1977.

INTRODUCTION TO LEARNING PACKAGES

These Career Education Competency-Based Instructional packages are designed to enrich an already established teacher education program. The packages are to be considered as a guide to facilitate the preparation of educational personnel for their roles and responsibilites in career education. The materials are suitable for both individual and small or large group learning. Content areas of a teacher preparation program for which career education concepts are integrated include: (1) School as a Social System, (2) Classroom Behavior, (3) Cognitive Development of Children, (4) Instruction and Learning, (5) Cultural Diversity, (6) Career Education, (7) Affective Development of Children, and (8) Reading.

Each learning package contains three sections: an introduction, learning strategies, and learning resource material. Comprising the introduction section is a general explanation of the subject area, a conceptual statement, and overall goal statement and related career education assumptions. In the learning strategy section, general descriptive career education factors accompanied by related competency statements are given. The cognitive and affective study exercises tied to the competency statement range through the knowledge-analysis-evaluation learning levels. Reference materials for each of the learning exercises are included in the learning resource material section. A list of all references referred to in the Learning Packages is located at the end of this document.

Since the instructional stratagies and learning resource materials for each unit are primarily intended to provide prospective teachers an awareness of career education concepts, a comprehensive treatment of career education is not included. However, the format of the material brings together a variety of documented competencies, learning strategies, and learning resource material for learning the history, philosophy and programmatic emphasis of career education.

DIRECTIONS

(NOTE: These directions apply to each of the learning packages as they are introduced each week by the instructor.)

The purpose of these materials is to provide the learner with career education learning experiences as related to the topical areas given in the introduction. The directions that follow are given to optimize your learning.

1. Review the several competencies listed for the learning package.
2. Select a miminum of one competency from the total listed.
3. To facilitate competency achievement, review and select learning resource material given for each competency.
4. Make group or individual arrangements needed to meet competency requirement.
5. A minimum of eight competencies (one from each learning package) are to be completed by the last day of dead week. A written synoposis for each competency is required.

The materials are intended to be self-instructional for either individual, small or large group learning. For that reason the learner is encouraged to proceed at his or her own pace. As a suggestion, it is wise to complete the competency selected for one learning package before proceeding to the next.

LEARNING PACKAGE I

CAREER EDUCATION COMPONENT

Introduction

Career education is a concept, an approach to learning that represents expanded options for students. As such, it attempts to place education in the mainstream of contemporary society, rather than apart from it, and to develop the school as a gateway to rewarding, self-fulfilling living. Specifically, the career education learning material contained in this and other packages is:

> ...designed to capacitate individuals for their several life roles; economic, community, home, avocational, religious, and aesthetic...designed for all students career education should be viewed as lifelong and pervasive...career education is systematic attempt to increase the career options available to individuals and to facilitate more rational and valid career planning and preparation. Through a wide range of school and community-based resources, young people's career horizons should be broadened...their self-awareness should be enhanced (Goldhammer, 1972)

Career education assists young people in developing their goals, recognizes a variety of learning styles, provides motivation for learning, contribute to greater involvement in the formal education experience. Through its methods and techniques career education seeks to provide a pathway to an enlightened future for every individual, as well as a functional basis for making necessary changes in his furture to reflect the requirements of a constantly changing world. (Career Education Matrix, 1973)

Conceptual Statement

Career education cuts across all levels of teacher education, is articulated throughout, and should not be considered in isolation at any

one level. (Oregon State University, School of Education Task Force, 1974).

Goal Statement

Career Education is a developing concept that has the potential to be the unifying vehicle to bring together the sometimes diverse worlds of the vocational and the academic fields of education. The major goal of this learning package is to acquaint the prospective teacher with the career education concept. This package, utilizing the knowledge and comprehension levels of learning, focuses on career education as a tenable teaching-learning process. Other learning packages wherein career education concepts are integrated include the following subject areas: affective development, cognitive development, reading, school as a social system, cultural diversity, instruction and learning, and classroom behavior.

Career Education Assumptions

1. Career education is for all persons -- including the young and the old, the mentally handicapped and the intellectually gifted, the poor and the wealthy, males and females, students in elementary schools and in graduate colleges.

2. Since "work" includes unpaid activities as well as paid employment, career education's concerns, in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, to the growing numbers of volunteer workers in our society, to the work of the fulltime homemaker, and to work activities in which one

engages as part of leisure and/or recreational time.

3. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question, "Why should I work?"

4. An effective means of helping individuals discover both who they are (in a self-concept sense) and why they are (in a personal awareness sense) is through helping them discover what they can accomplish in the work they do. (USOE Policy Paper, 1975)

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
Knowledge/ Comprehension				
Is for all--high and low achievers, college bound youth and dropouts. Leads the individual through the progressive stages of career awareness, exploration, and preparation of career development. Permeates all levels of education. Demonstrates concern for the individual. Affects every student and embraces the entire range of the school system. Encourages the recognition that people do not have the same interests or ability.	1.0 To enable the learner to comprehend the career education concept.	1.1 Acquire a working definition of career education by discussing material listed under learning resources.	1.1.1 Handout: Career Education Definitions 1.1.2 Read: Marland and Sidney. Career Education Now, ERIC ED 042 041 1.1.3 Handout: "What is Your Description of Career Education" 1.1.4 AV Material: (see listing) 1.1.5 Handout: Definitions and Philosophical Overview of Career Education Concepts 1.1.6 Handout: A Conceptual Base for Career Education by Edwin Herr	Communicates value stance about the meaning, scope and function of career education. Identifies forces that give impetus to the career education movement

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
Is a basic part of all education. constitutes a new, vitalizaing thrust in education. Integrates learning and doing.			1.1.7 Read: Morris, Van Cleeve. Philosophical Base of Career Education. INFORMS Microfiche Car. 1.1.8 Read: Kahler, Alan. A Philosophy for Career Education. INFORMS Microfiche Card.	
		1.2 Identify major goals of career education by discussing related learning resource material.	1.2.1 Handout: Desirable Outcomes in Career Education K-12 1.2.2 Handout: Concepts Inherent in Conceptually Ideal Career Education Programs	
		1.3 Delineate basic principles that underlie Career Education by discussing related learning resource material.	1.3.1 Handout: Basic Concepts of Career Education 1.3.2 Handout: Matrix of Career Education Concepts	

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
			1.3.3 Overheads: Levels of Sophistication; Relationship to School Curriculum	
		1.4 Identify forces which give impetus to career education by developing a list with explanations of at least five major factors that caused its emergence (Jacobs, 1974).	1.4.1 Read: Coleman, James. How the Young Become Adults. Phi Delta Kappan, Dec. 1972; Herr, Edwin. Synthesis and Evaluation of Career Education. ERIC ED 109 508; High, Sidney. A National Perspective on Career Education. Journal of Research and Development in Education, Spring 1974; Swanson, Gordon I. Career Education. In Goldhammer and Taylor, Career Education, Merrill and Bobb Pub., 1972	
			1.4.2 Handout: "Conditions Calling for Educational Reform"	

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
Interrelates all the various dimensions of education to the concept of career education for all. The goal of career education is comprehensive learning, not vocational training. May well provide the vehicle force revitalizing the American educational enterprise and reestablishing its relevance and credibility with society. Introduces a new sense of focus in education. Is a new partnership in learning for life.		1.5 Identify concepts, issues, problems and trends related to career education and then make a presentation to the class which will describe the social ills found in our society for which career education is supposed to help cure. Explain some of the possible solutions available through career education (Jacobs, 1974). 1.6 By using a debate strategy, arrange for pros and cons of career education to be discussed (Jacobs, 1974).	1.5.1 See previous material 1.6.1 Review the following references: Grubb, Norton and Lazerson, Marvin. Rally 'Round the Work Place: Continuities and Fallacies in Career Education. Harvard Educational Review, Nov. 1975; Nash, Robert and Agne Russell. Career Education: Earning a Living or Living	

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
			a Life. Phi Delta Kappan, Feb. 1973; LaDuca, Anthony and Barret. Career Education: Program on a White Horse. New York Quarterly, Spring 1974.	
		1.7 Write an essay that reveals the strengths and weaknesses of career education (Jacobs, 1974).	1.7.1 See previous material	
Application/Analysis				
Recognizes the centrality of careers in shaping lives by determining of limiting where individuals work, where they live, their associates, and other dimensions that are significant in defining the life style. Explores interrelationships between attitude, ability,	2.0 To enable the learner to analyze the career education concept.	2.1 Analyze various educational trends which are emerging as a consequence of the efforts of career education.	2.1.1 Read: Hansen, Lorraine. Orienting Prospective Teachers to Career Education; Career Education: Teachers' Responsibilities. ERIC ED 119 002/080 664; Goldhammer, Keith and Taylor, Robert. Career Education: Perspective and Promise. Merrill Pub. Co., 1972	States, minimally, five reasons justifying the existence and need for career education.

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
			AVA. Essays on Career Education. Northwest Regional Education Lab, 1973	
		2.2 Choose an article which presents opposition to the career education concept and write a position paper to counter each of the arguments against career education (Jacobs, 1974).	2.2.1 See material above	
		2.3 Interview some high school dropouts and determine their reasons for leaving school. Ask for their suggestions for improving the school environment. Report the findings to the class (Jacobs, 1974).	2.3.1 Read: Kroll, Arthur M. Career Education's Impact on Employability and Unemployment: Expectations and Realities. The Vocational Guidance Quarterly. March 1976. MacMichael, David. Occupational Bias in Formal Education, in Work & the Qaulity of Life. MIT, 1974.	

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
Synthesis/Evaluation				
Incorporates varied learning experiences into the educational program of all pupils. Provides a new way of orienting and deploying educational resources	3.0 To enable the learner to synthesize and evaluate the concept of career education as an integral part of education.	3.1 To recognize methods of integrating career education into teaching, choose an approach to career education being used that relates to a major area. Develop objectives and strategies to achieve integration (Jacobs, 1974).	3.1.1 Review various career education models: The Oregon Way; CCEM; Model in Elementary Education: A Humanistic Approach. Cross Frank. Merrill Pub. Co. 1974; and various models presented in Goldhammer and Taylor (ref. above) p. 209-271.	Achieves an understanding of the interactive relationship between school and community. Defines comprehensive education.
		3.2 From the material studies above, take a stand on the following statement either agreeing or disagreeing with it: "The career education concept is viable." (Jacobs, 1974)	3.2.1 See references listed above	
		3.3 From the assigned readings, write a discussion of those components of career education that seems	3.3.1 See references listed above.	

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
		3.4 Write a brief position paper on why many of the high school counselors seem unable to give sound advice to students other than those on the traditional college preparation track (Jacobs, 1974).	3.4.1 Review references listed above. 3.4.2 Handout: Excerpts on Counseling & Guidance Services. 3.4.3 Read: 6th Report, National Advisory Council on Vocational Education Counseling & Guidance A Call for Change, 1972.	
		3.5 Prepare a career education rationale for a secondary or elementary school (McKinney, 1975).	3.5.1 See references listed above.	
	4.0 To enable learners to make reasonable career choices by utilizing information sources.	4.1 Complete the Career Analysis exercises.	4.1.1 Handout: Career Analysis Form. References: Occupational Outlook Handbook; D.O.T.; Encyclopedia of Careers; etc. 4.1.2 Complete C.I.S. program	Identifies possible sources of obtaining personal occupational information relevant to students educational area.

LEARNING PACKAGE II

CAREER EDUCATION

AND THE

AFFECTIVE DEVELOPMENT OF CHILDREN COMPONENT

Introduction

Affective behavior is that which deals with a person's attitudes, beliefs, and feelings. Through integration with many aspects of the affective development component of the professional preparation program, career education becomes an integral part of the learning experience.

In all stages of life there are decisions to be made and challenges to be met which, while ostensibly related to only one area of life, cannot be made in isolation from the other life roles; they are inextricably interwoven (Jackson, 1971). No individual makes any decision from a frame of reference other than his total personality (Barry and Wolfe, 1962).

Taking one aspect of career education--the world of work--man, in order to operate at his optimum level, to be fully functioning, the vocational aspects of his life must be congruent with the other facets of his life (Smith, 1973). Further, from the review of literature, exploration takes place in these various life roles, occurring in both the cognitive and affective domains.

The primary intention of introducing career education concepts in this componet is directed toward the exploration of the students' own perceptions of the effects of work on the individual, the effects of an individual's work on society, and perceptions of himself as related to the various life roles he participates in (Smith, 1973).

The career education competencies, learning strategies and resources provide in this learning package are presented as a means to

gain valuing experiences pertaining to career education concepts.

Conceptual Statement

Understanding the role of the teacher and other influential environmental factors affecting the formation of students' attitudes, and values is of paramount importance in the training of both elementary and secondary education prospective teachers.

Goal Statement

It is the purpose of the affective development segment of the professional preparation program to enable the prospective teacher to become aware of what subjects, activities and organizations in schools allow for the attaining of certain beliefs, values, and attitudes of students. And, similarily, to provide the preservice teacher an opportunity to investigate his/her own values.

Career Education Assumptions

1. An effective means of helping individuals discover both who they are (in a self-concept sense) and why they are (in a personal awareness sense) is through helping them discover what they can accomplish in the life roles they play.

2. Protection of the individual's freedom to choose--and assistance in making and implementing careers decisions--are of central concern to career education.

3. Both one's career and one's education are best viewed in a developmental rather than in a fragmented sense.(USOE Policy Paper,'75)

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
Knowledge/ Comprehension				
Is for all youth who would like their education to be more relevant to life outside the school.	1.0 Enable learners to identify educational statements as to whether they are affective or cognitive.	1.1 Distribute educational statements to be identified as either affective or cognitive.	1.1.1 Handout: List of educational statements.	Identifies the affective domain of learning.
Increase the students motivation to learn by relating his studies to his life roles.		1.2 Identify a positive attitude and determine behaviors a person would exhibit if he had this attitude.	1.2.1 Read: Silberman. "Defense and Growth" p. 43-51; "Self Concept: Producer of Exprience" p. 39-61.	
		1.3 Write at least two affective statements and describe how they would best be evaluated.	1.3.1 Handout: List of affective statements.	
	2.0 Enable learners to identify and understand the differences in working relationships associated with various occupations (Region X, Project IV 1975).	2.1 To become aware of communication techniques which enhance or block working relationships, participate in role-playing communication dyads.	2.1.1 Handout: Role Playing Communication Dyads.	Demonstrates understanding and use of communication skills in various role relationships.

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION - COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
Application/Analysis				
Allows youth to evaluate themselves. Enables the individual to recognize - that learning is a continous process. Assumes that education is life, particularly that it should relate to the learners life roles. Facilitates learning in the broadest sense to help the learner to achieve effective participation in each life role.	3.0 Enable learners to identify and clarify personal values in relation to their careers development (Region X, Project IV 1975). 4.0 Enable learners to acquire and apply decision-making skills through value clarification exercises (Region X, Project IV, 1975).	3.1 To show evidence that value tests have no right or wrong answers but show learner beliefs, complete the Forced Value test. 3.2 Participate in awareness of self & others in occupations exercise. 3.3 Participate in School & Community exercise. 4.1 Respond to the situation described on the handout. 4.2 Respond to a decision-making skill exercise.	3.1.1 Handout: Force Value Test. 3.1.2 Read: Hopkins Bruce, <u>The Self Concept & Career Education</u>. INFORMS, 1975. 3.2.1 Handout: Values and Occupations 3.3.1 Handout: Community Visitation. 4.1.1 Handout: Decisions of a New Teacher 4.2.1 Handout: Pete's Day exercise 4.2.2 Handout: Somebody Ripped Off My Opportunity exercise. 4.2.3 Handout:	Achieves an increased awareness of "self" by developing an understanding of interests, aptitudes and responsibilities to self and others. Demonstrates the ability to make decisions related to careers and self-satisfaction.

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
			Alice's Dilemma exercise.	
		4.3 Participate in a value clarification exercise to understand what is valued in relation to one's occupational choice.	4.3.1 Handout: Work Value Continuum.	
Synthesis/Evaluation				
Enables the learner to demonstrate an awareness of the diversity of life roles which exist and show positive feelings about those that are different from his.	5.0 To explore, clarify and question one's values, prejudices, emotions in a variety of interpersonal setting.s	5.1 Demonstrate that many issues require thoughtful consideration by responding to a values rank order questionnaire.	5.1.1 Handout: Value Clarification exercise	Demonstrates an understanding and appreciation for the value of work, continual learning, the arts, leisure qualities of life in achieving social responsibility and self-satisfaction.
		5.2 To understand the influence of values in grading students, the following exercise is to be used.	5.2.1 Handout: "Grades" exercise.	
		5.3 Participate in a learning exercise concerning societal vs personal values.	5.3.1 Handout: "Slavery" exercise 5.3.2 Handout: "Who Was Really Responsible" exercise.	

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
		5.4 Learners clarify what is important to them by responding to the following exercise.	5.4.1 Handout: The Miracle Worker exercise.	
		5.5. Discuss handouts on the Process of Valuing and Value Prejudice.	5.5.1 Handouts: Process of Valuing and Value Prejudice.	
		5.6 Participate in Values Clarification exercises.	5.6.1 Selected exercises from Simon et. al. Values Clarification, Hart Publishing Co.,1972	

LEARNING PACKAGE III

CAREER EDUCATION

AND THE

SCHOOL AS A SOCIAL SYSTEM COMPONENT

Introduction

Perhaps one of the most discussed issues among educators is defining the purpose of school. John Dewey, for example, viewed education as a social process and the school as a social institution directed to present living rather than as a preparatory one. It may be argued that, though knowledge centered, schools unavoidably teach the learner indirectly, as well as directly, about the social process.

> Schools are social systems enculturating and socializing students in numerous ways. Students may learn more from the unwritten, or implicit, curricula of a school as from that which is explicitly stated, yet many teachers are unaware of these considerations (e.g. a student who is punished for cheating may be learning more about teacher authority than the ethical issues involved, such as honesty). Teachers ought to grapple with larger issues of purpose, such as thinking about the culture at large, about community, about schools, about others, and about oneself. (Dale, 1975)

Coombs (1973) observed that prospective teachers tend to teach like they have been taught. Coombs made a tenative conclusion that teacher educators are models themselves upon which the new prospective teacher bases his teaching. As Dale pointed out:

> ...most teacher preparatory programs seem to focus upon the acquisition of technocratic skills, yet teachers teach what they do as they do primarily as a result of who they are and how they feel about themselves and others. These feelings are part of a process of cultural validation in schools in which some norms are reinforced and other potential norms are rejected.

The primary intention of introducing career education in this component is to address the experience of students and the relevancy of curriculum. Essentially career education attempts to bring together both the direct and indirect experiences of the learner.

The career education competencies, learning strategies and resources provided in this package are presented as a means for the prospective teacher to gain insight into the effective use of career education as a vehicle in guiding the role of schools in the lives of the learner.

Conceptual Statement

The teacher candidate should possess knowledge of the school as an institution and the school's role as an agent in continous interaction with an evolving culture. (Oregon State University, School of Education Task Force Report, 1975) Utilizing concepts and principles from various disciplines, this component explores the purpose of schools in terms of social structure and setting peculiar to schools as institutions.

Goal Statement

It is the purpose of the school as a social system segment to enable the prospective teacher to develop an analytical approach to schools as operating organizations. What purposes do schools fulfill? How do schools organize beahvior? What do schools do to people? These questions and others serve as a stimuli for the prospective teacher to reflect on the school as a social system. (Oregon State University, School of Education Task Force Report, 1975)

Career Education Assumptions

1. Both one's career roles and one's education are best viewed

in a developmental rather than in a fragmented sense.

2. The learners personal value system is developed to a significant degree during the elementary school years and are modifiable during those years.

3. Life roles development can be expected to increase in realism as one moves from childhood into adulthood and, to some degree, to be modifiable during most of one's adult years.

4. Decision-making is accomplished through the dynaric interaction of limiting and enhancing factors both within the individual and in his present and proposed environment. (USOE Policy Paper, 1975)

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
Knowledge/ Comprehension				
Enhances academic preparation by making learning relevant. Stimulates the kind of educational program in which every pupil can succeed. Introduces a sense of purpose into education. Establishes interrelationships among categories and disciplines to bring about the total development of the individual.	1.0 To enable learners to document the need for career education through an analysis of the history & philosophy of education (Even, 1974)	1.1 Discuss resource material.	1.1.1 Read: Herr, Edwin. Conditions Calling for Educational Reform. ERIC ED 109 508; An Introduction to Career Education. A Policy Paper, USOE, 1975; Hansen, Lorraine. TECE. ERIC ED 107 390. 1.1.2 Handout: Eleven Conditions Calling for Educational Reform. 1.1.3 Handout: Career Education Programatic Assumptions. 1.1.4 Handout: Some Career Education Goals	Recognizes that career education addresses major issues in education. Identifies career education as a means to total human development. States examples of how schools have potential effect on negative/positive self concepts of children (Dale/Kline, 1974).
Application/Analysis				
Incorporates varied learning experiences into the educational	2.0 Enable learners to be reflective, questioning inquirers	2.1 Become aware of value positions, cultural factors affect-	2.1.1 Collect trash from classrooms, analyze, discuss (Dale'74)	Addresses educational concerns that go beyond the schooling process.

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
program of all learners. Involves coping with spheres of existence, work, leisure, intellectual development and social involvement. Facilitates learning in the broadest sense to help the learner in all his life roles.	into the process of schooling and education as related to life roles (Kline, Dale, 1974).	ing behavior and ways schools enculturate children, by participating in an archeological dig exercise (Kline/Dale,1974). 2.2 Develop observational skills and the importance of clarity and specificity in describing situations, by participating in an observation exercise (Dale/Kline, 1974)	2.1.2 Handout: Sabatoge 2.1.3 Read: Brunetti, Gerald. Career Education, CBTE, and the Politics of Change. ERIC ED 090 534 2.2.1 Handout: Observation Sheet	Questions conventional wisdom of education.
Synthesis/Evaluation Allows youth to evaluate themselves. Enables the individual to identify some of the reasons why people work and to differentiate between societal and individual needs in working.	3.0 Enable learners to identify and understand ways in which schools function as agents of cultural transmission and socialization (Dale/Kline, 1974) How one's life roles are maintained, establish-	3.1 Discuss the role of the school in developing independent learning. Question: How do schools limit student independent behavior?	3.1.1 Handout: The Student as"Nigger" 3.1.2 Read: Thelen, Herbert A. Dynamics of Groups at Work. 1954.	Recognizes examples of the hidden agenda, curriculum (e.g. competition, intergroup conflict, unobstrusive qualities of the school) (Dale/Kline, 1974). Identifies differences in work and reasons why we

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
Enables the individual to demonstrate an awareness of the diversity of life styles which exist and show positive feelings about those that are different from his. May well provide the vehicle for revitalizing of the American educational enterpris and reestablishing its relevance and credibility with society.		3.2 To identify some of the reasons why people work and to differentiate between societal and individual needs in working discuss the accompanying resource material	3.2.1 Handout: Approaches to defining differences. 3.2.2 Read; Morris, Van Cleeve. The Way We Work. INFORM, Iowa, 1975.	work both collectively and individually.

LEARNING PACKAGE IV

CAREER EDUCATION

AND THE

INSTRUCTION AND LEARNING COMPONENT

Introduction

People learn at different rates, in different ways, and in differing styles. Learning experiences, therefore, ought to be designed upon such factors. Programs should be based upon principles of learning, human growth and development. We can no longer simply acknowledge differences exist and continue to use non-congruent education practices. Unlike many teacher education programs, both elementary and secondary majors concentrate on becoming teachers first and subject area specialists second (Oregon State University, School of Education Task Force, 1975). The professional use of instructional strategies, founded upon adequate knowledge of learning theory and the learner, is fundamental to the achievement of educational goals in an institutional setting.

Thus, career education concepts, particularly utilizing career development theory in the teaching-learning strategy, serve as a means in effecting individual growth and development.

It is the primary purpose of this learning package to assist the prospective teacher in gaining an awareness of the relationship of career development theory with other learning theories. It is specially designed to show that the career development thesis provides a framework for relevant education.

Conceptual Statement

The teacher's behavior must be founded on a sound understanding of basic knowledge from professional education theory and practice, the supporting disciplines, and upon a recognition that all behaviors and

knowledges are related to one another (Oregon State University, School of Education Task Force, 1975).

Goal Statement

It is the purpose of the instruction and learning segment of the professional preparation program to enable the prospective teacher to select instructional strategies that meet learner needs through correct applications of learning theory of educational problems (Oregon State University, School of Education Task Force, 1975)

Career Education Assumptions

1. The expertise required for implementing career education exists in many parts of society and is not limited to those employed in formal education.

2. No single learning strategy exists that is best for all students. A comprehensive educational program should provide a series of alternative learning strategies and learning environments for students.

3. If students can see relationships between what they are being asked to learn in school and life roles, they will be motivated to learn more in school.

4. Since both one's career and one's education extend from the preschool throughout the retirement years, career education must also span almost the entire life cycle.

5. Both one's career and one's education are best viewed in a developmental sense rather than in a fragmented one.

6. Career development, as part of human development, begins in

the preschool years and continues into the retirement years. Its motivational patterns differ from individual to individual. (USOE Policy Paper, 1975)

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
Knowledge/ Comprehension				
Is a current on-going process that is primarily developmental in nature. Leads the individual through the progressive stages of career awareness, orientation exploration, and preparation of career development. The goal of career education is comprehensive learning, not vocational training.	1.0 To enable the learner to understand the role of career development theory as related to educational needs of students. (Hansen, 1975)	1.1 Review and discuss career development as the basis for career education.	1.1.1 Handout: Career Development Overview 1.1.2 Handout: Career Development Education. 1.1.3 Read: Hansen, Lorraine. Career Development: A Basis for Career Education. ERIC ED 119 002. 1.1.4 Handout: Major Career Development Goals. 1.1.5 Handout: Attitudes and the World of Work. 1.1.6 Handout: Forces and Factors Influencing Career Choice.	Identifies career development theory as a viable instructional strategy. Recognizes that career development is the central unifying element of all education.
		1.2 Complete self-evaluation instrument.	1.2.1 Handout: Self Evaluation Form.	

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
		1.3 Discuss the historical role of career development plays in unifying career education.	1.3.1 See 1.1.3	
Application/Analysis				
Recognizes the centrality of careers in shaping lives by determining or limiting where individuals work, where they live and other dimensions in defining the life style.	2.0 To enable learners to identify community resources as an integral part of the career education concept.	2.1 Chose a career education topic and prepare/implement a lesson plan that involves community resources.	2.1.1 Community	Understands that career education is not limited to the school setting. That it encourages the cross-utilization of personnel and facilities in the community.
Explores interrelationships between ability, attitude, experiences and performance.		2.2 To discover the intracies and relationships among life roles, personal life style and occupational choice, participate in exercise 2.2.1	2.2.1 Handout: Situational Exercise Lifestyle and Career	
Improves overall pupil performance by focusing basic subjects around a careers development theme.		2.3 To become aware of personal lifestyle and career choice, conduct a group discussion keying on what a person could do for a living that supports his lifestyle	2.3.1 Handout: Situational Exercise	

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
		2.4 To provide information on how interpersonal techniques effect working relationships, conduct a group discussion on explaining and identifying behavioral expectations for a person in a supervisory role.	2.4.1 Handout: Supervisory Behavior Worksheet.	
Synthesis/Evaluation Incorporates varied learning experiences into the educational program of all pupils. Provides a new way of orienting and deploying educational resources.	3.0 To enable learners to recognize that learning is continous occurring in and outside of school.	3.1 Review and discuss accompanying resource material.	3.1.1 Read: Rogers, Carl. The Facilitation of Significant Learning; Bruner, Jerome. Educational Leadership; TenPas, Henry. Relating Academic and Vocational Education. All 1973.	Recognizes that education is more than schooling. That learning is a continous process.

LEARNING PACKAGE V

CAREER EDUCATION

AND THE

CLASSROOM BEHAVIOR COMPONENT

Introduction

The process leading to a healthy self-concept involves learners in the discovery and exploration of their various life roles. To explore their role at home, work, school, in social activities and within the community is essential to the learners total development. Though conflicts occur among the life roles of the learner, the degree to which he is provided with the opportunity to understand these conflicts and find ways to resolve them, is closely tied to his leading a self-fulfilling life.

A professional preparation program which includes the classroom behavior component addresses the need for prospective teachers to conceptualize the importance of providing purposeful, relevant classroom experiences for each learner. This will thereby provide an atmosphere of enhancing the growth process of the learner and, ideally, minimize classroom dissatisfactions. Infusion of career education concepts into this component provides a meaningful relationship between student life roles and the school experiences.

Conceptual Statement

Individuals must be assisted toward knowledge of the self. Each learner is to encounter sufficient learning experiences in the various life roles to permit total human understanding. The learner should be provided with both informational input and experience which will help him to approach concrete realism in a school setting.

Goal Statement

It is the purpose of the classroom behavior segment of the professional preparation program to enable the prospective teacher to seek, produce, select, utilize and evaluate classroom procedures for greater student learning and development.

Career Education Assumptions

1. If students can see relationships between what they are being asked to learn in school and the various life roles they will be motivated to learn more in school.

2. The same general strategies utilized in reducing worker alienation in industry vis a vis meaningful roles, can be used to reduce student alienation in the classroom.

3. By infusion of career education concepts students understand, accept and respect their own uniqueness and self worth as a result of learning, growth and motivation.

4. Students will understand that he has responsibility to himself and others as a result of career education implementation into the curriculum. (USOE Policy Paper, 1975)

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
Knowledge/ Comprehension Is for all youth who would like their education to be more relevant to life outside the school. Increases the student's motivation to learn by relating his studies to life roles. Application/Analysis Facilitates learning in the broadest sense to help the individual achieve effective participation in all his life roles. Synthesis/Evaluation Enables the individual to demonstrate an awareness of the diversity of life styles which exist and show positive feelings about those that are different from his.	1.0 To enable learners to develop a knowledge of inter-group/individual differences in motives attitudes, values, and social norms.	1.1 Discuss/describe possible causes of conflict situations in interpersonal relations (e.g. value & belief differences, miscommunication or opposing goals). 1.2 Role play examples of authority conflict situations in the school (teacher-student, teacher-teacher, teacher-administrator,etc.) Discuss the effect/ influence that individual differences of opinion have on educational planning and careers. 1.3 Conduct a discussion on relevancy of schools to the life roles. Questions to be used to stimulate group are: (1) what	1.1.1 Handout: Maturity Scale 1.1.2 Review material and exercises for Improving Interpersonal Relations. 1.2.1 Role play 1.3.1 Handout: Motivation Influencing Career Choice. 1.3.2 Handout: Self-Profile.	Recognizes the diversity of life styles which exist. Demonstrates concern for individuals. Identifies career education as relevant to learner needs. That it introduces a sense of purpose into education. Recognizes that career education is learning in the broadest sense which involves the learner in all his life roles.

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
		makes a good life? (2) discuss general reasons for absenteeism from work and school, (3) What provides people pride in themselves? (4) How do people choose careers?	1.3.3 Handout: Life Roles. 1.3.4 Handout: "Can I Live With This" 1.3.5 Handout: Assessment of Class Climate. 1.3.6 Handout: Comb's Eight Qualities of a Good Teacher 1.3.7 Handout: Classroom Atmosphere	

LEARNING PACKAGE VI

CAREER EDUCATION

AND THE

COGNITIVE DEVELOPMENT OF CHILDREN COMPONENT

Introduction

Cognitive behavior is a part of all purposive or goal directed behavior. It refers to conceptual, perceptual and motor processes (Patterson, 1966). Learning programs that are based on the cognitive and psychological needs, interests and goals of the learner facilitate a desirable learning experience. The learner brings to every learning situation a set of attitudes and values which affect his ability to utilize the material being taught. Recognizing the interrelatedness of knowledge, attitudes and values in the teaching-learning process provides a wholistic approach to learning, and managing the individuals self-concept becomes integrated with the learning experience.

The primary focus of this teaching component is to enable the learner to enlarge his conception of the nature of the cognitive development process and its application to life roles.

The career education competencies, learning strategies and resources provided in this learning package are presented as a means to gain personal experience pertaining to cognitive development and career education.

Conceptual Statement

Cognitive development theory assumes that the growth of thought is linked with the development of all life functions and their continual maintenance. Furthermore, cognitive achievements are seen as being applicable to the definition of other life functions (Lugo and Hershey, 1974).

Goal Statement

It is the purpose of the cognitve development segment of the professional preparation program to enable the learner to: (1) comprehend concepts of cognitive development and the cognitive process, (2) clarify the learners position concerning working with studetns directing learning, and (3) develop skills to assist learners in their cognitve development.

Career Education Assumptions

1. Decisions individuals make about the "work" they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.

2. Career development includes progressive states of educational and occupational experiences.

3. While some persons will find themselves able to meet their human needs for accomplishment through work in their places of paid employment, others will find it necessary to meet this need through the work they do in other life roles.

4. Sterotyping hinders full freedom of careers choice both for females and for minority persons. These restrictions can be reduced, to some extent through programmtic intervention strategies begun in the early childhood years.

5. Basic academic skills, a personally meaningful set of work values and good work habits represent adaptability tools needed by all person who choose to work in todays rapidly changing technological society. (USOE Policy Paper, 1975)

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
Knowledge/ Comprehension				
Allows a student to gain: (1) a full educational preparation, (2) a broad understanding of the world of work, (3) social maturity, (4) a positive resilient self-concept, (5) a familiarity with social problems as they emerge from practical experience. Builds progressively the student's knowledge and understanding of the world about him. Increases one's adaptability to change.	1.0 To enable learners to identify educational statements as to whether it is affective or cognitive (Ryan, 1974).	1.1 Identify cognitive statements from a list of educational statements. 1.2 Write at least two cognitive statements and describe how they would be evaluated.	1.1.1 Handout: List of educational statements. 1.2.1 Handout: Cognitive Statements. 1.2.2 Handout: Six Strategies for Measuring Cognitive Ability. 1.2.3 Handout: Examples of Behavioral Terms for the Cognitive Domain.	Idenitifies the cognitive from other learning domains.
	2.0 To enable learners to identify/ develop self evaluation skills for career awareness, exploration and preparation.	2.1 Experience personal input/output of the Computer Information System.	2.1.1 C.I.S. exercise.	Identifies variables relevant to making an occupational choice.
Application/Analysis				
Integrates learning and doing.	3.0 To enable learners to acquire	3.1 To understand that decision-making	3.1.1 Handout: "Mr. Peterson's Dilema"	Recognizes the essential elements of effective

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
Provides for every person to make informed choices as he develops his own career. Develop techniques and structures for fostering self-direction and decision-making. Develops the student's ability to gather information and apply it in solving problems and making rational decisions. Gears the sequence of learning activities to the student's individual interests and abilities.	and apply decision-making skills (Region X, Project IV,1975).	includes responsible action in identifying alternatives as related to life roles, select one of the following exercises.	3.1.2 Handout: Riverside Elementary School. 3.1.3 Handout: Position Paper: Guide to Decision-Making. 3.1.4 Handout: Guide to Self-Understanding for Decision Making. 3.1.5 Handout: Decision-making process. 3.1.6 Handout: Decision-making strategies. 3.1.7 Handout: Guest Consultant 3.1.8 Handout: Mike's Day 3.1.9 Handout: Situational Problem	decision-making and its application to life roles. Identifies a process of gathering information and applying it in solving problems and making rational decisions.

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
Synthesis/Evaluation Incorporates varied learning experiences into the educational program of all pupils. The goal of career education is comprehensive, not vocational training. Establishes interrelationships among disciplines.	4.0 To enable learners to understand and appreciate the relationship of work, continual learning, the arts and leisure in achieving social responsibility and self-satisfaction.	4.1 Discuss related material.	4.1.1 Read: McGrath Earl. Careers, Values and General Education. Journal of Liberal Education, Oct. '74. Smith, RalphA. The Arts, Cultural Services and Career Education. Journal of Aesthetic Education, October, 1973. Butts, Freeman. The Search for Purpose in American Education. Today's Education, March-April, 1976.	Recognizes that career education integrates traditional academic education with vocational education. Understands that career education interrelates all the various dimensions of education.

LEARNING PACKAGE VII

CAREER EDUCATION
AND THE
CULTURAL DIVERSITY COMPONENT

Introduction

> Proper education of the teacher will lead her/him to examine his/her own human prejudices generally and specifically, racial prejudices, and it will discipline him in the technique of handling problems of interpersonal relations that arise from racial prejudice in his students and their parents. (Smith, 1969)

Empathy is perhaps the best term that summarizes the universities' basic premise for effective teacher preparation (Scmitt, 1973). "We must realize that we cannot really have individual freedom and self-development until we cultivate sincere respect for difference." (Gordon, 1970)

> It is imperative that attitudinal changes become the pinnacle for effective preparation of teachers serving culturally different populations. Acceptance, respect, compassion, understanding, and empathy are foremost attributes with pedagogical skills representing secondary attributes. (Schmitt, 1973)

Conceptual Statement

Cultural Diversity is a reality! Today's teacher needs to be open, aware, and sensitive to the unique cultural, linguistic, and environmental needs of the student. A recognition of and respect for the human differences and needs which exist within our pluralistic society will enable a teacher to better understand and help the poor, the disadvantaged, and the handicapped student each reach their potential. The concept of cultural diversity allows for individual student differences and permits a teacher to incorporate into the existing course of study learning experiences which are meaningful and productive for all students. (Oregon State University, School of Education Task Force Report, 1975)

Goal Statement

The purpose ofthe Cultural Diversity component in the teacher preparation program is to enable the prospective teacher to not only become aware of the culturally different learner, his values, his diet, dress, language, and his lifestyle, and to examine different concepts in educational programming which have been successful in educating the culturally different student, but while to give evidence of behaviors indicative of future attainment of cited goals in the university program. (Oregon State University, School of Education Task Force Report, 1975)

Career Education Assumptions

1. Career education is for all persons--including the young and the old, the mentally handicapped and the intellectually gifted, the poor and the wealthy, males and females, students in elementary schools and in graduate colleges.

2. Excessive deprivation in any aspect of human growth and development can retard career development. For persons suffering such deprivation, special variations in career development programs will be required.

3. One's style of living is significantly influenced by the various life roles she or he engages in at various times in life.

4. The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single appraach can be expected to meet with universal success. (USOE Policy Paper, 1975)

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
Knowledge/ Comprehension				
Affects every student and embraces the entire range of the school system. Is wholly student oriented. Incorporates the concept of an individual's entitlement to the educational opportunities required for career selection, preparation, and advancement.	1.0 To enable learners to understand the unique personal, family, community, social, & economic problems of the culturally diverse student (Tuckman, 1969).	1.1 Discuss terms related to cultural diversity. 1.2 Determine the idealogies, beliefs, and values actually professed by minority groups. Discuss resource material.	1.1.1 Handout: Glossary 1.2.1 Films: See listing. 1.2.2 Handout: Brief History of Four Minority Groups. 1.2.3 Handout: Cultural Diversity Inventory. 1.2.4 Handout: American Nightmare 1.2.5 Handout: The Dawes Act. 1.2.6 Handout: Racial Lunacy	Becomes aware of the personal, cultural differences of various minority groups. Describes several culturally different population groups, giving examples of values and lifestyles, which differs markedley from the majority group (OSU Task Force, 1975).
Analysis/Application				
Gears the sequence of learning activities to the student's individual interests	2.0 To enable learners to identify economic, social, religious,cultural	2.1 Attend social, religious,cultural and community activities of the minority	2.1.1 - 2.4.1: Handout: Community Resource Agency Directory.	Interacts and visits with members of the culturally different community(in class on campus, or in the

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
and abilities. Stimulates the kind of educational program in which every pupil can succeed.	and academic influences that shape the culturally different (Schmitt, 1973).	populations (Schmitt, 1973). 2.2 Arrange field trip visits to various community agencies for minorities. 2.3 Secure pertinent factors regarding the basic economy of the community. 2.4 Determine where the minority youth, i.e. migration pattern, college bound, armed forces.		community (OSU Task Force, 1975)
Synthesis/Evaluation Incorporates varied learning experiences into the educational program of all pupils Encourages the recognition that people do not have the same interests or abilities	3.0 To enable learners to identify teaching styles and approaches that are effective educational vehicles in working with the culturally different (Schmitt, 1975).	3.1 Review and discuss learning resource material.	3.1.1 Read: Davenport, Lawrence. Career Education and Minority Students. Johnson, Roosevelt. Black Agenda for Career Education. 3.1.2 Handout: Perceiving, Behaving and	Recognizes that career education incorporates an educational plan for all students based on individual needs and life roles. Idenitifies reservations by minority groups concerning some purposes of career education.

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
			Becoming. 3.1.3 Handout: State Guidelines: "Equal Educational Opportunities" Salem, Oregon. 3.1.4 Handout: Reversing Bigotry Language.	Recognizes that teaching strategies vary in relation to student needs. That a variety of learning methods facilitates learning.

LEARNING PACKAGE VIII

CAREER EDUCATION
AND THE
READING COMPONENT

Introduction

Harris (1975) stated:

> ...in reading education, especially in our current concern for greater emphasis upon reading in the content fields at all levels, we should welcome a curriculum reformation that makes reading a more functional part of the educative process.

Harris asked, if educational experiences at all levels can be made more meaningful, would not reading tasks become more significant? Career education and reading are intimate friends for the one provides motivation for the other.

At the international reading conference held in Delaware, 1975, to explore the ramifications of career education and reading, virtually all contributors affirmed explicitly or implicitly that reading plays a central communication role in career education. In summarizing the conference addresses, Harris stated that reading "is indeed a way of learning that captures the essence of career education to help the student to learn to serve a useful role in society while cultivating the mind and spirit."

Nix (1975) observed that life is a perpetual education process when a person has a habit of reading. He went on to say that "career education can be a major factor in developing reading interests and skills in every student by making reading attractive, rewarding and worthwhile."

The focus of this component is to provide the teacher in training an awareness of the significance of reading relevance in the public schools. Levin (1975) emphasized this point when he said:

> Career education subsumes the attainment of personal gratification not only through a sense of achievement at dignified work, but through development of a broader humanistic involvement in community affairs and the creative use of leisure time. Since the development of vocational and intellectual skills pervades all subject areas, the need for good reading skills is axiomatic.

Conceptual Statement

A basic knowledge and comprehension of terms used and the development of skills and the possession of a positive attitude in teaching reading in the public school system is a necessary goal for both elementary and secondary teachers in preservice education. The student should be provided with both informational input and experiences which will help him to approach concrete realism in a school setting.

Goal Statement

To introduce the preservice teacher to the basic and fundamental terminology, procedures, techniques and assessment skills necessary to an understanding of the reading process.

Career Education Assumptions

1. Protection of the individuals freedom to choose, and assistance in making and implementing career decisions, are of central concern to career education.

2. If students can see relationships between what they are being asked to learn in school and their life roles, they will be motivated to learn more in school.

3. No single learning strategy exists that is best for all

students. For example, some learners will learn best by reading books, and others will learn best by combining reading with other kinds of learning activities. A comprehensive educational program should provide a series of alternative learning strategies and learning environments for students.

4. Relationships between education and work can be made more meaningful through infusion into subject matter than if taught as a separate body of knowledge. (USOE Policy Paper, 1975)

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
Knowledge/ Comprehension				
Increases the learners motivation to learn by relating his studies to the world of work. Is a basic part of all education Enhances academic preparation by making learning relevant.	1.0 To enable learners to use career education as a vehicle for teaching reading relevance.	1.1 Learners will understand that reading skills are tied to the self-concept and all life roles by reading and discussing the story, "Cipher in the Snow." (Project, 1975)	1.1.1 Handout: Cipher in the Snow	Recognizes that reading becomes meaningful when it is relevant to learner life roles.
		1.2 To emphasize the need for relevancy as an essential factor in a reading program, read, "The Death of Spring." (Project, 1975)	1.2.1 Handout: The Death of Spring	
Application/Analysis Interrelates all the various dimensions of education to the concept of career education for all. Facilitates learning in the broadest sense to help the individual achieve effective	2.0 To enable learners to analyze reading materials with a career education focu	2.1 Utilizing the handout, discuss the use of career education concepts and reading in developing lesson plans. (Project, 1975)	2.1.1 Handout: Reading and Career Education	Identifies the use of career education concepts in developing lesson plans.
		2.2 Emphasize the use of community resources in providing	2.2.1 Handout: The Parable of the Strangers	

CAREER EDUCATION DESCRIPTIVE FACTORS	CAREER EDUCATION COMPETENCY	LEARNING STRATEGY	LEARNING RESOURCES	INDICATORS OF COMPETENCY
participation in all his life roles. Broadens young people's career horizons. <u>Synthesis/Evaluation</u>		experiences in reading, language and writing.	2.2.2 Handout: Moon Gazette Exercise.	
Is for all youth who would like their education to be more relevant to life outside the school. Explores interrelationships among life roles.	3.0 To enable learners to select reading material which encourages their pupils to think about life roles.	3.1 Discuss the learning resource material.	3.1.1 Read: (selected chapters) Nielsen, Duane. <u>Reading and Career Education</u>. ERIC ED 105 345. International Reading Assn., Neward, Delaware, 1975.	Recognizes the dual purpose of reading--for information and recreation.

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